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cast or at least a photograph of the Vatican Laocoon and Alinari's fine chromophotographic reproduction of the Hadrumetum Vergil mosaic that was published as a supplementary sheet to *Atene e Roma* 17.66-94 (Nos. 183-184, March-April, 1914). So one might go on citing archaeological parallels to the authors read in Schools and Colleges, but this paper is already too long.

THE JOHNS HOPKINS
UNIVERSITY.

DAVID M. ROBINSON.

THREE EARLY DEFENCES OF THE CLASSICS

William Godwin's *Enquirer*, 6 (1797: new edition, 1823), contains a defence of the Classics. To the modern reader the essay is a mixture of insight and commonplace. Godwin's exposition of the benefits that followed the rediscovery of Greece is excellent; his ideas on the proper age for learning languages and his observations on the inadequacy of translations are sound; his feeling for Latin style is keen and his appreciations of Latin writers are enthusiastic and at times felicitous. But no like treatment is accorded to the Greek writers; they are not condemned: they are ignored. Perhaps, too, undue stress is laid on Latin as mental discipline. And, when Rome is exalted as affording the world's purest models of virtue, the age of scientific history groans.

According to the *Dictionary of National Biography* William Hazlitt did not read Greek. Yet his paper *On Classical Education* (in *The Round Table*, Number 2, February 12, 1815) is a defence of the Classics that has not been surpassed for dignity, conciseness and good sense. To him Latin and Greek are not important primarily because they strengthen the intellect or the morals, but because they soften and refine the taste. He is impressed with their permanence, with their power to recall men from the ephemeral to the eternal. "By conversing with the *mighty dead* we imbibe sentiment with knowledge", says he. Further, he distinguishes between knowledge for its own sake and professional knowledge. He believes that the Classics are a part of the former, for he does not recognize their vocational aspect.

The study of Classics is less to be regarded as an exercise of the intellect than as a 'discipline of humanity'. . . . It teaches us to believe that there is something really great and excellent in the world, surviving all the shocks of accident and fluctuations of opinion, and raises us above that low and servile fear, which bows only to present power and upstart authority. Rome and Athens filled a place in the history of mankind which can never be occupied again. They were two cities set on a hill, which could not be hid; all eyes have seen them, and their light shines like a mighty sea-mark into the abyss of time.

Charles Lamb's interest in Greek and Latin was largely conditioned by his admiration for the Elizabethans and the seventeenth century. He loved Homer chiefly because Chapman translated him, and he revived his Latin that he might read *all* of Milton. Lamb's defence of Latin (or is it his sister's?), in his

and her poetry for children, is jingle; yet The Brother's Reply to The Sister's Expostulations on the Brother's Learning Latin jingles in tune. His sister complains that her brother has grown so conceited with his Latin he'll

scarce look
Upon any English book. . . .

not even on Shakespeare and Milton. To which the boy replies that he must work hard, to begin with, on his grammar:

Learn my syntax, and proceed
Classic authors next to read,
Such as wiser, better make us,
Sallust, Phaedrus, Ovid, Flaccus;

As to English he reassures her thus:

Think not I shall do that wrong
Either to my native tongue,
English authors to despise,
Or those books which you so prize;
Though from them a while I stray,
By new studies call'd away,
Them when next I take in hand,
I shall better understand.
For I've heard wise men declare
Many words in English are,
From the Latin tongue deriv'd
Of whose sense girls are depriv'd,
Cause they do not Latin know.

Then finally, with magnanimity, he proposes (with his parents' consent) to keep the peace and let his sister learn Latin with him. So, with Godwin emphasizing the mental discipline of the Classics, with Hazlett writing of their permanence and power to refine and elevate, and with Lamb pointing out in pleasant rhyme the dependence of English words on Latin (and, by implication, of English literature on ancient), we see anticipations early in the nineteenth century, from English essayists, of those numerous defences that we are enjoying to-day from scholars.

STANFORD UNIVERSITY.

WM. CHISLETT, JR.

THE LATIN LEAGUE OF WISCONSIN COLLEGES

To the prizes offered by the Latin League of Wisconsin Colleges reference has been made in *THE CLASSICAL WEEKLY* 7.14, 8.46-47, 9.47-48. This year the Louis G. Kirchner Latin Memorial Prize of \$250 was won by Miss Cora Smith, of Ripon College. In the four competitions thus far held for this prize the winners have been students of Milwaukee-Downer College, Lawrence College, Carroll College, and Ripon College, respectively. The trophy cup for the College making the best showing went to Ripon College, for the second time. For the first two competitions the cup was won by Lawrence College. The silver medal went to a student of Beloit College, the bronze medal to a student of Ripon College.

LAWRENCE COLLEGE,
Appleton, Wisconsin.

E. D. WRIGHT.